

### **Possible cures for aids and cancer.**

I have been trying to cure these two diseases for a while now, maybe about 7 years, and have had moments when it seemed cured, yet, now i hear from some people my cures would not work. being the nice guy i am i will accept that so far they have not been 'cured enough' to be in the news.

Now, with aids, you have a lot of cells inhibiting other cells and organs, and they will die, so it is a bit like internal leprosy. well, that is what i call it. if you want to get rid of aids, you need to get rid of the cells that are full of them. if you were to observe this, unlike cancer, is 'a non native disease,' then we will see the body fighting it, as it is not part of the body. we could suffocate it in glucose though, and then watch it die slowly, and we could do this by mixing the disease fighting cells with the glucose to kill it off, i hope?

As for cancer, this is 'a native cells stream' and will be unable to be properly targeted by natural defences. of course, if we were to observe that it is about ageing cells, then we would have to find a way to cease the ageing of these cells. then there are tumours, and i am not sure how those work, really, so i must hazard a guess that they result from bonus cell growth. nifty. now we know that cancer 'swells cells,' yes? this means, cells that are infected by the cancer will be bigger, which means we could use a white blood cell to fight it that is the correct size - if it is too small, it will be absorbed by the cancer, but, if it is complex and repeats the d.n.a. stuff of the body, it could be like a multiple processor disease fighter, basically.

Of course, the aids could be better treated by catching a disease that dies quickly - a 'feeble disease,' yes? this feeble disease could live for like a few minutes, long enough to absorb the aids in vast quantities as they grow inside it, then they die and the aids will have no host.

As for cancer, we could use this feeble disease to be programmed to kill the cancer cells with toxic chemicals, but keep them all contained within a cell, yes?

So, if we were to contain the diseases within some membrane or mucous, we could excrete it from our bodies naturally. containing it inside a membrane should be easy enough as the white or bloody red cells could be attached to this membrane.

### **Better maths.**

Recently i have come up with two 'master maths formulas.'

The first is a ratio to find the [x] of anything. basically, you count up how many symbols are on the right hand side of the equals, or, latter equation, and divide the number of symbols by the number of [symbols + x], or the other way around. you take the ratio that is greater, what is left, and multiply it by the [symbols total.] i am a bit tired as i write this.

Or, the other one, will be where we test the students with diagrams that they can work out easily, as, any application of maths is practical in the end, well, most are that we use as engineers and stuff, yes?

Now, i want to make a new way to do maths, but don't know where it will end. if we were to observe all the known values of the equation, we could simply add them all up, and subtract the sum of the symbols that we do not have a value for. how does that sound? let's check it out!

$[4x] + [6x] - 5 / [2x] =$  this would be where we test it, yes? this would be where we say that there are 2.5 known numbers, and, 3 unknown numbers, or,  $[x]$ 's. this would mean that the answer is 0.5, yes? let's work it out properly?

This would be  $[10x] - 5 / [2x]$ ... i feel close! either we swap the negative numbers for positive ones, or, something!

Can someone with engineering level maths help me out?

To find an area, you simply put a 'cross section' symbol inside the 'squared area,' then take half the length by half the height, and multiply them together.

I have been busy with this sort of thing for a while now, and, think there might be an easier way to introduce kids to it at primary school level. that of course would mean that they would have to learn algebra at like the fifth and sixth grade levels, but, i believe that is now possible thanks to my discoveries in mathematics.

So, all we got to do is explain to them what the maths does. if we were to explain that machines work with parts, and parts have angles that need to be worked out, i am sure they would understand. an explanation could be that 'it is like lego,' yes? maybe a technique model from germany for each class could be organized so they can see that sometimes all things do not fit, and, then they could find ways to overcome this problem.

Sometimes there are parts that fit together that make it harder for other parts to fit together, by getting in the way or making some parts too narrow for the others to fit into naturally. it could be explained to the kids that you may adjust parts to make them work better, or, you could redesign the machine.

I have always thought that mechanics is about mechanisms. mechanisms come in all shapes and sizes, and, then they do things when other things do things. if they were to liken this to a computer code, it would be, when 'this' do 'that.' seeing as how it is us that activate the machine or mechanism, then we will see that we are the ones doing 'this,' and the machine is the thing doing 'that.'

So, if some kids understand code, they could understand engineering better, yes? of course, if we were to want them to get a firm hold of engineering, we could explain that it is all 'slaves' that 'work' for us. all the little parts are slaves, and when we make them do something they will do that thing.

Some parts have multiple functions though, or, lots of stuff they can do. for now, let's look at how a light works? the light is powered by electricity, and, the switch closes the circuit [or bridge] to allow the little electricity people to go to work, to put the light on. it stays on because the circuit stays closed, like a bridge staying down for the little slaves to stay connected - imagine a telephone that gets answered - you can talk as long as both places are connected or closed on each other. think of a circuit as if it were a 'regulator,' not letting the 'mechanism' work until the circuit is closed, so you could say that the dorr is reversed - you can only go through the door when it is closed, okay?

Okay, that might confuse some kids. if they were to think of a blender, you can only use it when there is food inside, or electricity inside, and then the lid must be on so the electricity does not fly all over the place.

Do you think kids will understand this fundamental of engineering?

### **How to measure any angle.**

In engineering maths, there are different types of angles. of course, if we were to observe that they all have a length and height and breadth, expressed or shown on the 'grid,' we could say they are

two dimensional, as lines tend to be two dimensional.

If we were to observe that they will always be from a point to a point, we know none of them, well, in this sort of environment, will ever be, in the real world, infinite, as even a machine stops eventually as it is replaced, but that is besides the point.

The angles will always equal 'length' to 'height' at a ratio of away from ninety at certain 'distances.' this is obvious, and, cuts the formulas into little bits.

I am not sure about the specifics, but, this is a 'new law,' says me!